



PEACE AND VALUE DIMENSIONS OF COLLEGE STUDENTS

Runjun Saikia

Assistant Professor, Dept. of Education, Panigaon OPD College, Lakhimpur, Assam -787052.

ABSTRACT

Value literally means something that has a price, something precious and worthwhile. This may be material or concrete aspects as well as non-material or abstract concepts like state of mind, interests, truthfulness, peace, happiness etc. There are altogether four views regarding the nature of values namely the Interest theory, Existence theory, Experimental theory and Part-Whole theory (Jangaiah, C., 1998). Education for peace seeks to nurture ethical development, including the values, attitudes, and skills required for living in harmony with oneself and with others, including nature. Education is a powerful instrument of social change and human progress. It is also a powerful tool to cultivate peace and values in an individual. College plays a vital role in molding the personalities of students. When we consider college as a system, all the elements of the colleges are equally responsible for developing peace and values among the students. In the classroom, peace and value education aims to develop skills, attitudes, knowledge with co-operative and participatory learning methods and an environment of tolerance, care, and respect. The role of teacher, administrations, and official staff is very important to build culture and quality of the college environment by following Indian ethos. Peace and Value dimension of college students includes all three faculties of the knowledge, feeling and doing.

KEYWORDS: Value, Peace, Dimension & College students.

1. INTRODUCTION:

Value literally means something that has a price, something precious and worthwhile. This may be material or concrete aspects as well as non-material or abstract concepts like state of mind, interests, truthfulness, peace, happiness etc. However, history shows that the philosophers of the great tradition from Plato to Hegel have been greatly concerned with values, though they may not use the term value, but have spoke of desires and aims. There are altogether four views regarding the nature of values namely the *Interest theory*, *Existence theory*, *Experimental theory* and *Part-Whole theory* (Jangaiah, C., 1998). The *Interest theory* is also known as subjective theory. According to this theory, if a person desires something it has a value for him/her. Value resides in the inner world of mind and depends upon the interest of persons. Secondly, the *Existence theory* is objective in nature. It holds that value is independent of the subject or his/her interest and mind, rather it wholly belong to the object. Thirdly, the *Experimental theory* advocates that the thing or event which yields a greater sense of happiness at present and promises still more of it in future only holds value. Experimental value can also be interpreted as the instrumental value, which helps in the achievement of certain fruitful end but not permanent or absolute. This value is the outcome of pragmatic philosophy. Lastly, the *Part-Whole theory* holds that in order to realize and enjoy value, one must effectively relate parts to the whole.

2. SIGNIFICANCE OF THE STUDY:

The twentieth century witnessed two world wars along with massive violation. Even today, we live in an age of unimagined levels of violence with uncountable reasons. People are forgetting human values. Hence, peace and welfare aspects are facing new challenges at this juncture. It is believe that war and violence occur due to unresolved conflicts. Violence is one of the many possible responses to conflict. Non-violent conflict-resolution skills could be nurtured and applied constructively to disputes between the individuals, groups and nations. Education for peace seeks to nurture ethical development, including the values, attitudes, and skills required for living in harmony with oneself and with others, including nature. This unit aims at an understanding of ways and means to incorporate peace feeling at all levels of schooling. In the classroom, peace and value education aims to develop skills, attitudes, knowledge with co-operative and participatory learning methods and an environment of tolerance, care, and respect.

The college faculty and guidance personnel should be aware of the concerns students whom they serve. If the information about the peace and value dimensions of the college students are available and their needs and feelings are considered and understood, the professional staff in college will be in a better position to provide adequate education for the students.

The investigator feels that with the change in science and technology and to cope up with the demanding society/world, students have to pass through various problems in relation to college, family, society and personal as well as achievement problems. Thus, keeping in view all these problems and demands of society, the investigator thought of selecting the problem as under.

3. STATEMENT OF THE PROBLEM:

The research problem undertaken for the present study has been entitled as

“Peace and Value Dimensions of college students”.

4. OBJECTIVES OF THE STUDY:

The present study has been designed keeping the following objectives in view.

1. To study the value dimensions of college students.
2. To study the inculcation of peace and values among students at college level.

5. METHOD OF THE STUDY:

In the present study, the Descriptive Method of research has been used.

6. DISCUSSION:

6.1. Value Dimensions of college students:

Value Dimensions refers to the six types of values as measured by R.K. Ojha and Mahesh Bhargava's revised form of 'Study of Values Test', an adaptation of Allport-Vernon-Lindzey Scale of values and these are as follows:

- (i) *Theoretical*: The dominant interest of the theoretical man is the Discovery of Truth and Empirical, Rational and Critical treatment of issue.
- (ii) *Economic*: The economic man is characteristically interested in what is Useful, Economic or Profitable for him. These men are thoroughly 'Practical'.
- (iii) *Aesthetic*: The aesthetic man sees his highest value in Form and Harmony.
- (iv) *Social*: The highest value for this type of man is Love of People.
- (v) *Political*: The political man is interested primarily in Power and Influence.
- (vi) *Religious*: The highest value of religious man is unity. They are mystical and seek to comprehend the cosmos as a whole.

Peace and Value dimension of college students includes all three faculties of the knowledge, feeling and doing. It should be related to the child's psychological greediness and experience. Also provide appropriate opportunities for reflection and practice. It is therefore, very important that values be inculcated.

6.2. Inculcation of peace and values among students at college level:

Education is a powerful instrument of social change and human progress. It is also a powerful tool to cultivate peace and values in an individual. College is a smaller part of society or we can call them as mini society. College plays a vital role in molding the personalities of students. When we consider college as a system, all the elements of the colleges are equally responsible for developing peace and values among the students. One of the challenges of the College is how to make peace and value education effective and interesting to the students.

Peace and value education can be achieved directly, indirectly or incidentally. Direct refers to deliberate, systematic instruction given during the time of information; indirectly values inculcation can be imparted through the regular

subject of curriculum and co-curricular activities. Incidental refers to events and incidents related to good values occurring around us thus relating value inculcation to concrete situations.

Peace and value based education is required at all levels colleges. The role of teacher, administrations, and official staff is very important to build culture and quality of the college environment by following Indian ethos. Specially, the Head of the College have to play an important role in maintaining quality and standards in education system. In order to inculcate the peace and values among the students, the following elements are very essential:

(a) Role of Teachers:

The teachers have key role to play in the pursuit and promotion of peace and values. It is the teacher who is to guide, friend and philosopher and the first interaction of students after the parents. The reputation of a college is created by its teachers. Main responsibility of shaping the behaviour of students is in the hands of teachers. Teachers in fact, are the designers of the future of their students.

(b) Teaching Methods:

There are certain techniques and methods in the colleges which are useful in developing peace and values. These techniques are critical inquiry method, case study, role-playing, value clarification technique, value analysis model etc. The main purpose of these techniques is to develop personality and rationality among the students. Instructive awareness and consciousness is a sort of rapport between individual consciousness and social conditions of life. In all these techniques some issues are raised and with the help of discussion the students try to judge their peace and values.

(c) Co-curricular Activities:

In addition with regular curricular activities Colleges may organize extra co-curricular activities, such as physical activities, social activities, cultural activities, literary activities etc. which can help in fostering peace and value of the students.

(d) Alumni Association and Teacher-Parent Conference:

In order to institution and community come closer to each other, the colleges should have Alumni Association and Teacher-Parent Association. At least once in a year colleges can organize Alumni Association and Teacher -Parent Conference & through which exchange of ideas can take place. Students can also take part in it. But at college level it is rare.

(e) Institutional Environment:

It is one of the most important factors, which directly influence the affective domain of the students. All the above factors jointly create the institutional environment. Designing institutional climate in the direction of peace and value consciousness is a tough task.

(f) Types of values to be introduced in the colleges can be:

- i) *Human values*: what is enriching and good for the individual. These are practiced by individuals alone, irrespective of his/her social relationship.
- ii) *Cultural values*: Which involve the survival of the culture. The practice of such values is very essential for the growth and survival of any culture.
- iii) *Community or social values*: What is good for the society. These values discuss the basis of the relationship of an individual with other people.
- iv) *Institutional values*: Include political and moral values.

(g) For inculcating peace and values many experts in the field suggested different ideas such as Provision of peace and value based education; Designing value based curriculum, Value based Teaching method, Designing special orientation program for teachers, Value based foundation courses, Publication of literature based on peace and values, Necessity to develop code of conduct for teachers and students and Inculcation of philosophical view towards life among teachers and students etc..

In short, peace and values cannot be developed through teaching only. Value system is related with the affective domain of a person. Hence, it is necessary that a person should live in the atmosphere of value consciousness. All the constituents of universities and colleges are responsible to create such atmosphere. Developing peace and value consciousness is the major step towards peace and value development.

7. CONCLUSION:

Today there is almost a public debate on the erosion of values. Newspapers, magazines and other news media are flooded with the news of immoral and criminal activities which are creating serious threats for the smooth survival of

mankind. So, it becomes important for all the members of the society to understand the nature of values and factors responsible for its formation and development.

There is a general feeling that our present system of education is not quite effective in inculcating the right values among the young generation. It is becoming more materialistic day by day and value traditions are being slowly given up. The prime objective of education today is no longer the formation of character and promotion of values, rather the emphasis is on promotion of technical knowledge, skills, and technologies for material progress. The students of today are primarily inclined towards the fulfillment of material greed. So far the students of undergraduate level of education are concerned; there is considerable paucity of research attempts on peace and value dimensions in India in general and in Assam in particular. It is evident from the overview of the review of related studies, that only one study is made in Assam by Islam, S. (2002) to examine the value pattern of college students.

But, in spite of the steady needs, peace and value education is being neglected to a great extent. It is much pity that nothing is done sincerely and dedicatedly in this direction in India till date. Education in general and higher education in particular, which is considered as the most potent factor in peace and value orientation, has failed today in its sole purpose. It proved quite ineffective in recent times to inculcate among the young generation the peace and values such as love, co-operation, trust, acceptance, joy, dignity, compromise, respect for others, sympathy, tolerance, forgiveness which are the backbone of society. The majority of educational institutions have failed in evolving an integrated approach in the curricular and co-curricular programmes for the all round development of human personality. The system with all its complexities and intricacies, have proved to be deficient so far, as it neglects or does not give deserving importance to peace and values in human life (Venkataiah, N., 1998). It is becoming day by day more or less materialistic and value traditions are being slowly given up. The prime objective of education today is no longer the formation of character and promotion of values, but the emphasis is on promotion of technical knowledge, skills, and technologies for material progress.

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